

5  
371.2005  
Pillsbury



Montana State Library

# MONTANA SCHOOLS

Volume 19 Number 5

Superintendent of Public Instruction, Dolores Colburg, Superintendent

January–February 1976

# InReviewInReviewInReviewInReviewInReviewInReview InReviewInReviewIn **ACREDITATION STANDARDS**

Review In Review

Accreditation standards have been getting a lot of attention lately. Under a new biennial review program for standards, that attention is not just from the education community, but from a large segment of the public as well.

This summer, the process of collecting proposals for change in the standards was completed. The product is a digest of 193 suggestions for change, a remarkable figure considering there are only about 100 standards in the first place.

About 5,000 copies of the digest were distributed this fall previous to public meetings in Missoula, Butte, Bozeman, Billings, Helena, Great Falls, Miles City and Glasgow. With the completion of the public meetings, the proposals are being evaluated by the State Superintendent and members of the Board of Public Education. A fiscal statement has been prepared for proposals where possible. The Superintendent's recommendations are being published and distributed to each person who made a recommendation and to each school district.

The results of the entire review process will receive two more public airings, once at the board's public meeting Feb. 7 for taking testimony on the suggested changes and once again at its meeting March 8 and 9 when the standards will be decided.

In the early days of Montana education, accreditation standards were simply mandated by the supervisor of high schools and the supervisor of rural schools in the superintendent's office.

During the 40's and 50's, standards changed little and accreditation was accomplished largely through self-evaluation by the district and the filing of reports that gained notoriety among educators for having little substance.

In 1960, the accreditation standards were rewritten by two committees of about ten educators, one for elementary

and one for secondary levels. The entire process of drafting and putting standards into final form was completed in two weekends. After a period of ten years, the standards were rewritten in 1971 and revised in 1973.

The standards determine that schools must have and maintain certain

Photo by Jerry Cooper



minimum programs, personnel and facilities to receive funding and to graduate students recognized by Montana as having valid diplomas.

The standards are in five chapters. The first is for general provisions which describe the organizational patterns districts may have (elementary, middle and junior and senior high schools).

The second category is for administration and supervision. It provides for the administrative structures accredited schools should maintain and describes school term, staff evaluation and administrator/enrollment ratios and certain administrative routines which must be observed.

The third section, entitled "Personnel," is built in part on statutory requirements. Personnel considerations include certification, endorsement and teacher load.

The fourth section of the standards, "School Program," prescribes subject matter. Graduation requirements and the minimum course offerings are outlined. The chapter for school program details the number of volumes, hours of professional time and annual expense for school libraries of a certain size. Guidance/counseling also is covered here.

The fifth and final section of the standards states that safe and healthful facilities will be provided.

That's it; the accreditation standards for schools in Montana are set down in 42 pages. It seems almost unnecessary to say, but the standards are important and it is probably as unnecessary to say that they have been little read and much misunderstood except by the administrators whose duty it is to see that their schools comply with accreditation standards. The biennial review is an attempt to encourage understanding of those standards. Hopefully, the fact that the board has 193 proposals to consider confirms the success of that attempt.

(Continued on page 2)

## DIGEST OF THE DIGEST

The accreditation review process resulted in a book, a digest of 193 proposals for change in the standards. Proposals were made in nearly as many areas of accreditation as there are standards. Clearly not all of them will become new Board of Public Education policy. Some are directly contradictory to others; some would require statutory changes beyond the scope of the Board to act.

What follows is an attempt to distill the proposals into some major concerns. By generalizing and summarizing, wording changes might have unintentionally glossed the meaning of some proposals. Please refer to the digest itself, available from the State Superintendent's office, for most accurate reference.

teacher per year. Of course, not everyone agrees on the numbers. One proposal would require all schools of 150 to 250 to employ a principal for half-time supervision. Another would require school districts with combined enrollments of 150 to 300 to employ full-time supervision for both the elementary and secondary schools. Other proposals have been made to

- require any school of 150 enrollment to employ a full-time principal for 10 months
- require any principal of a junior or senior high school of 500 or more to be hired for 10 months
- require schools of 400 or more to employ an assistant principal
- require an elementary school of 650 or more to hire an assistant principal (another proposal sets the limit for elementary schools at 500)
- provide a clerical assistant for each principal and superintendent.

## GENERAL ADMINISTRATION

A number of proposals have been made in what can be termed general administration. They include proposals to

- change minimum average number belonging (ANB) requirements so certain rural elementary schools can continue to operate
- require job description for specialists and paraprofessionals
- require a philosophy of education be published by each board of trustees along with a statement of objectives and plan for accomplishing them
- place the determination of make-up days at the local level
- require that teachers employed in the district be involved in review of fall reports before submission to the state office
- require that personnel not only be granted a copy of their evaluation and personnel files, but also be allowed access to their files.

## PERSONNEL CERTIFICATION

The primary concern of most proposals regarding school personnel seems to be certification, and different proposals suggest different numbers of credits be required for certification and endorsement. Generally, proposals have been made to

- provide certification for school nurses and psychologists
- require course work in first aid and in coaching specialty for head coaches
- establish an endorsement in early childhood education
- require reading training for English teachers and devise a standard encouraging all teachers to assist in teaching of reading
- increase the minimum proportion of teachers with elementary certification in junior highs from one-fourth to one-third.

## SUPERVISION

Supervisory structures, or rather the enrollments at which principals and superintendents must be employed for supervision, have received a good deal of attention in the review of accreditation standards. Most proposals reflect an interest in increased supervision and call for a lower ratio of supervisors to students. For example, a proposal has been made to determine that schools of less than 150 must provide supervision at an average of one-half day per teacher per month. The present standards require two days of supervision per

## TEACHER LOAD

Two aspects of teacher load are the object of proposals for change in accreditation standards. The first is student/teacher ratio which can be figured by dividing the number of teachers into the total school enrollment. All suggestions recommend maintaining the ratio at one teacher for 25 pupils, but one recommends discounting typing and physical education enrollments by one-third.

The second part of the teacher load issue is class size. The maximum allowable

class size varied from 20 to 35. Other proposals would

- establish 125 as the maximum number of students English teachers may be assigned per day
- establish lower class loads for first and second grades in low income areas (the load would be 15 for first and 20 for second grade)
- provide 45 minutes of uninterrupted preparation time for all teachers (during this time, not to include lunch or recess, teachers would have no direct supervisory responsibilities)
- not allow paraprofessionals to be counted as part of the full-time staff when determining student/teacher ratios.

## SCHOOL PROGRAM

School program is the section of accreditation standards that establishes what schools must offer and what courses they must require students to complete in order to graduate.

One proposal would change state requirements to allow local districts more flexibility in program design and in individualizing programs of study. The proposal would have the following effect on state requirements. (For a more detailed description of the intent of this proposal see December 1975 Montana Schools, an article entitled, "A Proper Debate on Graduation Requirements," p. 2)

Graduation Requirements		
	Present (units)	Proposed (units)
Language Arts	4	3
Am. Gov't.	½	½
Am. History	1	0
Mathematics	2	1
Lab. Science	1	1
Health & P.E.	1	1
Electives	6½	9½
<b>TOTAL</b>	<b>16</b>	<b>16</b>

The proposal would require individual needs assessment by local school personnel and individual counseling with students and their parents. Other proposals in graduation requirements and school program would

- require administrators and supervisors to participate in inservice programs for curriculum development and instructional planning
- involve teachers and administrators in the process of approving credits for graduation earned in adult extension courses

- define a comprehensive health and physical education program as one that includes personal health, mental health, disease control, consumer health, nutrition and drug education
- emphasize lifetime, leisure time sports in co-educational physical education programs, especially at grades 11 and 12
- require schools to offer a course at the junior and senior levels for parental skills and child development.

## LIBRARIES

Proposals concerning libraries generally seek increased staffing, materials and expenditure. Proposals would

- require a full-time librarian in schools of 101 to 300 enrollment (the standard is now 3 hours per day for school of this size)
- require an additional half-time librarian in schools of 300 to 500; provide a full-time librarian for each 500 students
- increase the minimum number of library instructional materials by amounts varying from 10 to 25 percent
- increase the number of periodicals in school libraries by 20 percent
- increase annual expenditures by 20 percent
- establish the annual expense for library materials at one percent of the total school operational budget
- increase expense for media software from \$1 to \$2 per student
- increase seating by 5 percent of the student body or a minimum of 35
- require school librarians to hold teaching certificates and library endorsements.

## COUNSELING

Counseling is another program which probably would be upgraded as a result of several proposed changes. Proposals would

- require counselors to be certified with a counselor's endorsement at 45 graduate credits in counselor education
- require full-time counselors for each 350 students rather than the present 400, and require each school to have a counselor for at least one hour per day
- provide a counselor's room where guidance can be conducted
- provide a counselor's assistant for every two counselors.

# DO YOU KNOW OF A CHILD WHO MAY BE IN NEED OF HELP?



If you know of a school-age child who may be  
handicapped and who is not in school,  
or

a pre-school child who may be handicapped  
and is not receiving services,

CALL OR WRITE:

CHILD FIND PROJECT

SUPERINTENDENT OF PUBLIC INSTRUCTION  
SPECIAL EDUCATION PROGRAM  
STATE CAPITOL  
HELENA, MONTANA 59601

TOLL-FREE TELEPHONE NUMBER 1-800-332-6107

Unserved handicapped children probably can't respond to this poster; it's up to the rest of us. The message is from the Child Find Project, a special education program in the State Superintendent's office. The purpose is to identify handicapped children who are not receiving training or health services. Even in this day of massive federal and state programs, some handicapped children in our communities are unknown to those who can help them. The problem is that because the handicapped have not been referred from there. If they are not children of persons involved in government programs of some kind, it is unlikely an agency would know of them.

Child Find Project is part of a state plan to provide services for all handicapped persons and to inform the public about the problems and potential of the handicapped. It also supports a 1975 legislative mandate that schools must provide appropriate education to every child in the state regardless of handicap by 1979. In other words, a child who is incapable of traditional classroom work because of a handicap cannot be turned away. Schools must develop programs to assist them.

The idea of the Child Find Project is to begin identification now. After identification and with parental approval, appropriate screening, referral and services can be provided by a network of cooperating health and education agencies. But first, to get to the children, the Child Find Project will reach into the community to ask parents and friends of the handicapped to identify them on the toll-free number or to write Child Find Project, Office of the Superintendent of Public Instruction, Special Education Program, State Capitol, Helena 59601.



Seekers of trustee positions will be filing campaign disclosure reports this year right along with seekers of presidencies, governorships and congressional seats.

The 1975 legislature reformed the state campaign law to include all local elections in state reporting procedures. In addition to school district and community college trustee candidates, political groups supporting or opposing candidates and local school proposals such as bond issues, mill levies and school site elections are required to observe the filing and reporting required by the state.

The effect of the law is to require all these candidates and political committees to file statements of candidacy or organization and an affidavit stating whether or not the anticipated total of expenses and contributions will exceed \$500. The statement and affidavit must be filed with both the county clerk and recorder and with John Hanson, Commissioner of Campaign Finance and Practices.

Candidates who intend to have budgets of less than \$500 will file the statement and affidavits within five days of filing their nominating petition for office. A committee in this category will submit its statement and affidavit at the time it is organized and before it spends or receives any money.

Candidates and committees intending to spend or receive more than \$500 must file finance disclosure reports at least four times: 1) 10 days preceding the date of election, 2) within 24 hours after receiving a contribution of \$100 or more after the last pre-election report, 3) no more than 20 days after the election, and 4) when the campaign books are closed.

Hanson said candidates and representatives of political committees will find the campaign law, the rules and regulations, and the necessary forms and reports, with school district clerks.

Trustee elections are April 6. Candidates running for positions in first class districts must file for office by Feb. 26. Candidates for other districts must file by March 17.

# CAPSULES

*The Third Century—social studies teachers may learn some ways to help students confront it. The yearly conference of the Montana State Council for the Social Studies has as its topic, Choices for the Future—The Third Century when it meets Feb. 27-28 in Helena. The Friday itinerary includes registration in the Capitol Rotunda, a general session in the House Chambers and workshops with the following guests: Gov. Judge, Lt. Gov. Christiansen, Atty. Gen. Woodahl, Supreme Court Justice J. C. Harrison and representatives of the State Historical Society and the Federal Reserve Bank. Saturday plans are for workshops in several areas of the the social studies and a book exhibit. Applicants may indicate preferences for the workshops they wish to attend by writing Bob Lawson, Helena High School, or Ed Eschler, Supervisor of Social Studies in the State Superintendent's office, State Capitol, Helena 59601.*

School administrators, teachers, trustees, legislators—anyone concerned about vocational education in Montana—are invited to six regional planning workshops sponsored by the State Superintendent's vo-ed staff.

The workshops will help vocational educators 1) assess the state of vocational education in Montana 2) develop a philosophy of vocational education for the state 3) clarify vocational-education goals and objectives and 4) develop a management information system for local and state planning and evaluation. All the workshops are to be conducted between 7 and 10 p.m., according to the following schedule:

Jan. 26—Great Falls, C. M. Russell High School cafeteria

Jan. 28—Glasgow, Glasgow High School cafeteria

Jan. 29—Glendive, Dawson County High School cafeteria

Feb. 9—Kalispell, Flathead High School cafeteria

Feb. 11—Missoula, Hellgate High School cafeteria

Feb. 18—Butte, Butte High School cafeteria

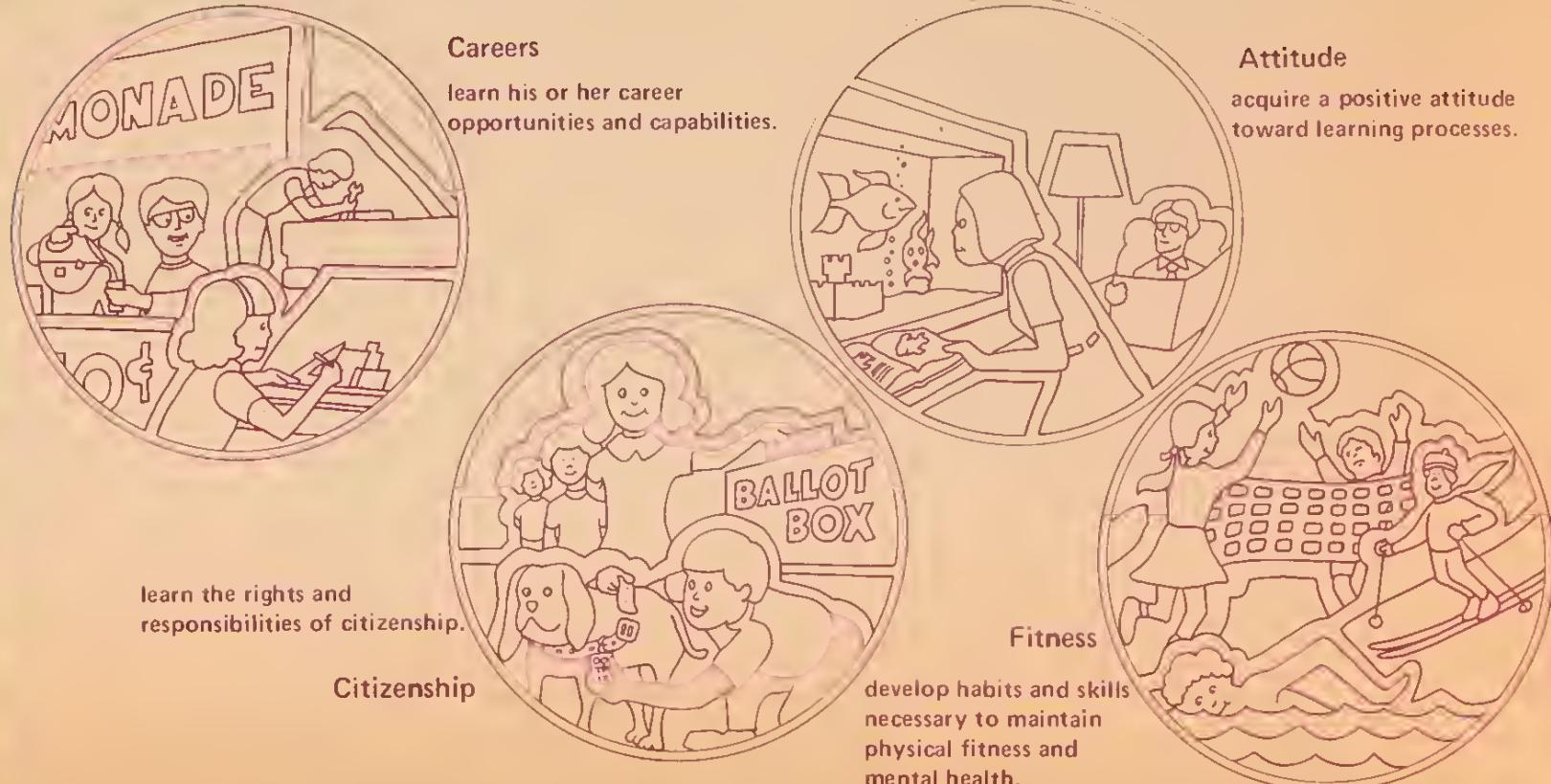
**A TIME TO REMEMBER FEBRUARY 8-14**  
American Vocational Education Week

# Montana Testing

In March of last year, 6,845 sixth grade students and 5,468 high school seniors sat down for a day of testing. The seniors answered questions about the meaning of words like "adumbrate." The sixth graders gave answers about a chart for the various temperatures in Meadsville.

All that probably sounds like pretty standard stuff from the Iowa basics or the SATs or some standardized testing program. However, included in the tests in those 314 schools were questions about the students' knowledge of their personal health, their awareness of career goals and their lifelong learning abilities. They were participating in the testing phase of the Montana Educational Assessment Program.

While the state assessment program is a good deal more than testing, that part of it is important to both the state and local schools. Most importantly, the testing program provides a service to school staffs for evaluating their own programs. Eventually, information from local evaluation processes can be helpful to the state in planning appropriate services and providing resources.

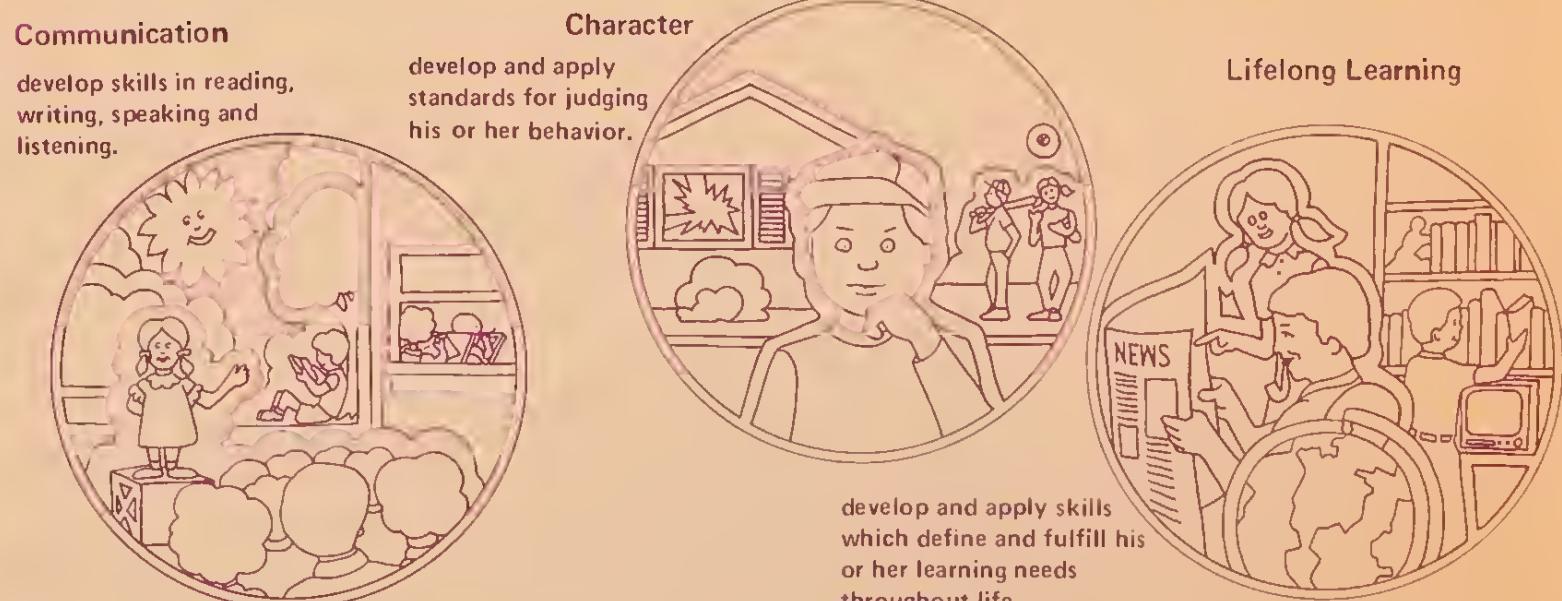


The assessment program is the responsibility of the Finance, Planning and Evaluation component of the State Superintendent's office. The planning staff assumes leadership for the state's assessment role while taking assistance from the Superintendent's staff and from consultants.

In addition to the unique contents of the tests in matters such as attitudes toward learning, other aspects of the testing program distinguish it from standardized testing. Test results are not used to rank individual students in any way, and school participation is entirely voluntary. Also, the test program is keyed to state goals for education.

Those goals are almost certainly broad enough to complement goals in local districts. They reflect concerns with attitudes and values as well as academic achievement. They include goals for the students' bodies as well as their minds; their future work as well as their future play.

They were generated in 1971 by a panel of educators and consultants with the help of the Superintendent's staff. A random mailing of more than 7,000 questionnaires gained response from



the public about its goals and priorities for education in Montana.

Test development in those goal areas began in 1973. While the intent of the goal setting program was to be representative and comprehensive, the tests must be precise and discriminating to have any value to local educators. To accomplish that, sub-tests were designed in each goal area, again by panels of specialists and consultants for each goal area working with the Finance, Planning and Evaluation staff.

Because the tests are intended for planning and review of local programs and not to be a standardized achievement test, and because of financial constraints, testing is conducted only at the sixth and twelfth grades each spring. Also, these grade levels are natural points for evaluation of elementary and secondary programs. The results are machine scored and returned to participating schools before the school term ends.

So far, tests have been developed only for the first seven goals, with scheduled completion to be at about the rate of two goals per year. Each test requires about 30 to 45 minutes and schools may select any number or all of the tests they would like students to complete. The time made available for the tests is the only cost to schools for the assessment program. Tests, proctors' manuals, scoresheets and computerized results are provided at no cost.

Schools receive a listing of scores in each subtest comparing the average scores of the local group to the average state score. The score sheet includes information about the number of students in the local and the state group completing a given subtest, the average scores and the standard deviation for each group. Distribution of student scores in 10 percent ranks and the percentage of students scoring more than 25, 50, 75 and 95 percent correct also are provided for the state and local groups.

What local educators do with the results is entirely a matter of their discretion. According to the Finance, Planning and Evaluation staff, flexibility has been the overriding consideration throughout the whole process to encourage the use of tests in accord with local needs and expectations.

#### Beauty

acquire knowledge and skills for developing an appreciation of beauty.



#### Thinking

to able to recognize, define and seek solutions to problems.



#### Environment

live in harmony with and improve the environment.



## Montanans' Goals For Education

Some school staffs might consider the state average scores to be entirely too low as a standard for their school because they have instituted special programs. For example, one administrator told the state office he asked his school to participate in the assessment program to measure the effectiveness of a formal 7-12 grade career education program the school had initiated. He said he expected scores in his school to be significantly higher in career education subtests.

As another example, educators in a school with a heavy proportion of bilingual students might participate to test its remediation programs in English knowing state scores likely will be higher than be higher than the local average.

#### Recreation

acquire attitudes and knowledge needed for participation in both mental and physical recreational activities.



#### Consumers

acquire knowledge and skills to purchase goods and services that are appropriate to his or her needs and resources.



#### Family

develop an understanding of his or her role and the roles of others as members of a family.



#### Cooperation

learn to live in harmony with others.

The testing program should provide basic information to supplement local indicators of the effectiveness of local programs. Other factors might be group performance on standardized achievement tests, teacher observations, percentage of students attending post-secondary institutions, rate of employment of graduates, attendance and social and economic background, to name a few.

Used in this way, the Montana Educational Assessment Program can become the basis of a systematic, objective program review. Apparently more schools are finding a need for this kind of evaluation process. The participation for the testing program this spring already is increased by 30 percent from last year to nearly 10,000 sixth graders and 9,000 seniors in 410 schools. Deadline for application for the tests is Feb. 6 and booklets will be mailed later in that month for testing during the first two weeks in March.





**SURPLUS PROPERTY** has the following items, available only to Montana schools, public and private hospitals and civil defense units. Surplus property is not available for the use of private citizens. All property must be purchased by the district or institution requesting it. Orders for less than \$5 are not accepted.

Fiberglass trays- 15"x20"x3/4", (New) . . . . . \$1.00 each  
 Brake pliers- 12" long, (New) \$1.00 each  
 Hammer Face Insert- 2" with 3/8" coarse thread screw, box of 2, . . . . . \$1.75 each  
 Manifold Paper- 8"x10", green. . . . . \$.75 ream  
 Plastic Sheet- 0.0075" thick, 40" wide, 50' long. . . . . \$1.50 roll  
 Paper Perforator- 2" space, 1/4" round hole. . . . . \$.75 each  
 Looseleaf Binder- 3 ring, 8 1/2"x5 1/2"x1" . . . . . \$.25 each  
 Alphabetical Guide Cards- 3"x5", 1/5 cut, salmon color, 4 sets per box. . . . . \$.25 box  
 Carbon Paper- 8"x11", processed back, grade A, hard finish black, box of 100 sheets. . . . . \$1.50 box  
 Index Card- 5"x8", plain, buff color. . . . . \$.60/hundred  
 Hobart Electric Welder- 1968, gasoline powered, 4 cylinder liquid cooled Jeep industrial engine, 1 AC, 110 Volt Duct, 300 AMP, manual and automatic connections, mounted on 4-wheel trailer, in good working condition, only one. . . . . \$450.00  
 Cotton Bandage- Plaster of Paris impregnated, fast setting, good for art work, 6"x5 yds - box of 12 rolls. . . . . \$.60 box 3"x3 yds - box of 12 rolls. . . . . \$.30 box  
 W. J. Ernst, Supervisor, Surplus Property Program, Office of the Superintendent of Public Instruction, Helena 59601.

A METRICS WORKSHOP for teachers will be conducted in two parts, Feb. 13-14 and 27-28 in Billings. The workshop is designed for those who will be teaching others about metrics. Topics for study are background to metrics, area and linear measurement, volume, weights and temperature as well as implementation of the metric system and a review of teaching materials available. Completion of the course can earn two credits from Montana State University for no charge other than a \$21 filing fee. More information is available from Lloyd Ellingsen, 101 10th St. W., Billings 59101.

A European study tour for teachers and students in education will be conducted March 18-30 in BERLIN, PARIS and LONDON. Participants can arrange to earn college credit in several subject areas for tour experiences. The tour is being coordinated by Dr. Arthur Bolman, a history professor at Northern Montana College, Havre 59501.

A series of guides about the education of VIETNAMESE AND CAMBODIAN refugees has been initiated by the National IndoChinese Clearinghouse. The series has been established for preschool, elementary, intermediate, secondary and adult education and for administration. Everyone on the mailing list of the organization will receive the general series while specialized guides will go to appropriate professionals. Should, for example, an elementary teacher wish to receive guides for secondary education, specific requests will be filled. Write the National IndoChinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

The American Revolution ended Jan. 20, 1783. You would have had that fact at your fingers if you had a book entitled *YOUR CLASSROOM AND THE BICENTENNIAL*. Published by the Montana Bicentennial Administration, the book is a resource of classroom ideas categorized by subject discipline. It contains a calendar giving an historic event for each day, a chronology of Montana history, a list of county bicentennial chairpersons, and a bibliography of Montana materials. *Your Classroom and the Bicentennial* is available from the Bicentennial Administration, P. O. Box 1776, Capitol Station, Helena, 59601.

A guide for coordinators of volunteer programs is being offered to Montana educators by the Department of Community Affairs. The 144-page book covers funding, organization, recruitment of volunteers and trainers and several other aspects of establishing and upgrading a volunteer program. *VOLUNTEERS IN EDUCATION* is published by the Recruitment Leadership Training Institute, a consulting agency to the U.S. Office of Education. For more information, write Nancy Raue, Chief, Volunteer Bureau, Human Resources Division, Department of Community Affairs, Capitol Station, Helena 59601.

The fall regional workshops sponsored by the State Superintendent in Glendive, Missoula, Lewistown, Havre and Kalispell included seminars on the bicentennial at which participants discussed teaching ideas. Those ideas have been collated and are available to any educator who requests them. The bundle of about 100 BICENTENNIAL CLASSROOM TEACHING IDEAS is not a teaching guide, but a list of hints teachers may apply in their own way. To obtain the list, write Tom Ryan, Supervisor of Manpower Training, State Superintendent's office, State Capitol, Helena 59601.

DR. SIDNEY B. SIMON, professor of humanistic education and author of two books about values clarification, will conduct values clarification seminars Feb. 17-18 in Billings. The seminars are directed specifically to helping professionals who work with young persons learn the values clarification process. The registration fee is \$30 and the workshop will be limited to 120 participants. For more information or to apply, write Bob Moon, Maternal and Child Health Bureau, Department of Health and Environmental Education, Helena 59601 or Juan McCracken, Planned Parenthood of Billings, 2718 Montana Avenue, Billings 59101.

Montana public school teachers with one year of classroom experience are eligible to apply for six \$300 summer school SCHOLARSHIPS available from the Scottish Rite Foundation of Montana. Application forms and further information are available from the Scottish Rite Scholarship Committee, Box 1721, Helena 59601. Application filing deadline for the 1976 summer school scholarships is April 10, 1976.

The PRESIDENTIAL CLASSROOM for Young Americans, best known as a contest to send youths to Washington, D.C., has initiated a summer program for government administrative and management personnel and teachers. The Presidential Classroom's two-week government study program will have special emphasis on the topics of use of power and division of responsibility within the federal government. The University of Virginia has made three hours of university credit available. Tuition for the session is \$350 for hotel, transportation within Washington, materials, one evening at the theater and a banquet. Three sessions are planned, the first beginning June 13. For more information, write A Presidential Classroom for Young Americans, P.O. Box 19084, Washington, D.C. 20036.

Second-class postage paid at Helena, Montana 59601.

TO:

Washington State University Black Studies Program will conduct the Pacific Northwest BLACK STUDIES Summer Institute for Elementary and Secondary teachers. Tentative dates for the program are July 12 through July 30. The purpose of the institute is to acquaint teachers with the use of materials for teaching Black literature, art, music, economics and history. Stipends for participants are available for the three-week workshop as well as three semester credits at no charge. More information is available from Talmadge Anderson, Director, Black Studies Program, Washington State University, Pullman, Washington 99163.

A group of students in St. Paul, Minn. started a video-taping service for non-profit agencies in the St. Paul-Minneapolis area. The agencies describe the message they want to get across to the public; the students produce a media release for them. That is a kind of youth participation group and there are many of them in the country. *RESOURCES FOR YOUTH* is a quarterly newsletter designed to establish communication among youth participation groups, related volunteer programs and the persons who help them. It is available from the National Commission on Resources for Youth, 36 W. 44th Street, New York, N.Y. 10017.